

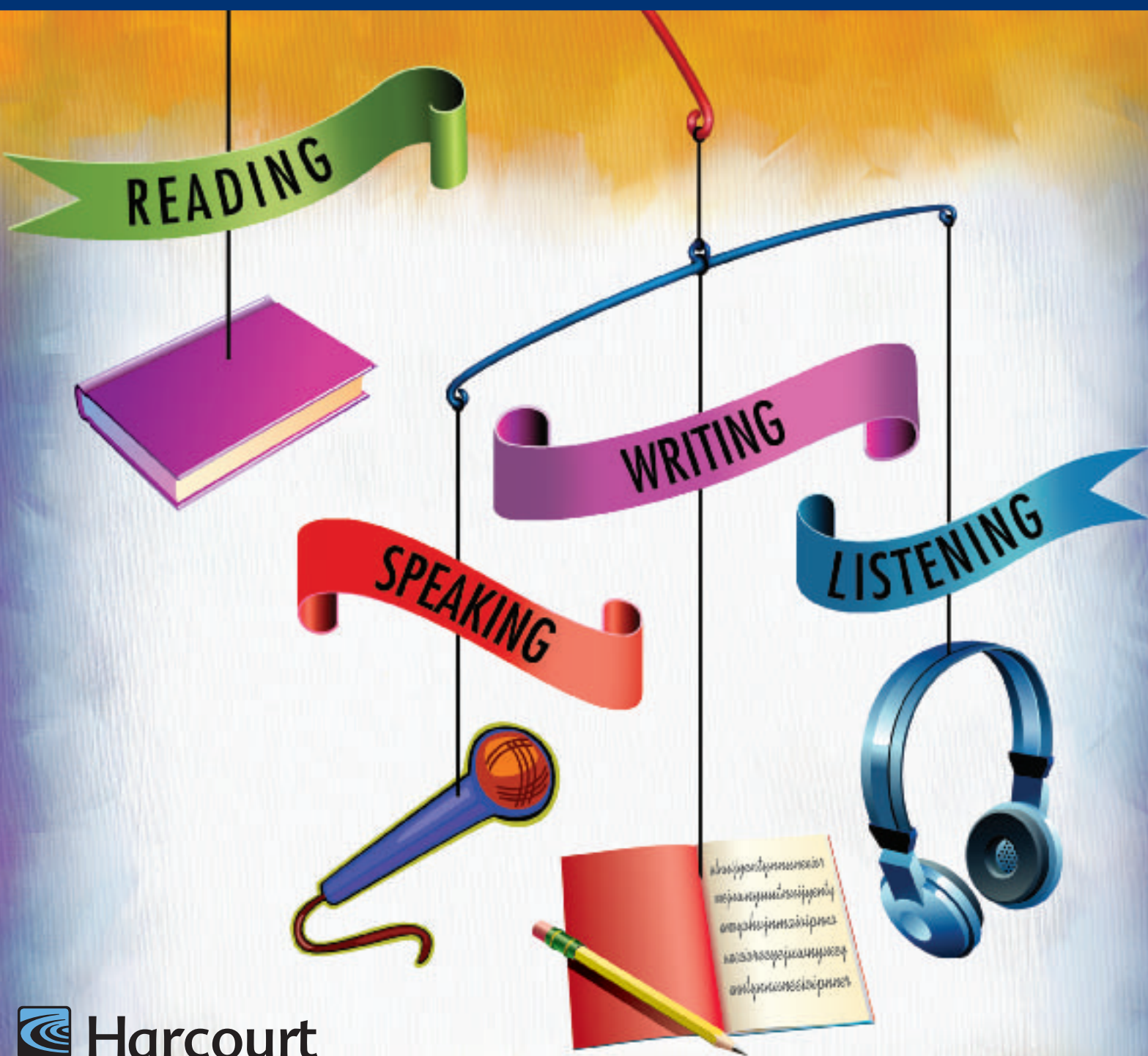


Virginia

Form B

STANFORD ENGLISH LANGUAGE PROFICIENCY TEST

Speaking / Writing Training Manual





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IMPORTANT NOTE

The prompts and items in this manual are based on actual writing tests taken by students. This manual is provided exclusively for the purpose of training Virginia teachers and test administrators (to score the Speaking subtest), and professional writing evaluators. It also may be used for training Virginia educators to score student writing when used as a placement test. None of these materials should be duplicated for students, or otherwise used to practice with students.

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Part 1 VIRGINIA SELP WRITING TEST

WRITING TEST					
Level/ Grade Span	Prompt Number	Number of Graphics	Description of Writing Activity	Approximate Writing Time per Prompt	Maximum Possible Points per Prompt
Primary 2	1	1	Description and/or Narrative	5	4
	2	3	Description and/or Narrative	5	4
Elementary 3–5	1	1	Description and/or Narrative	5	4
	2	3	Description and/or Narrative	5	4
Middle Grades 6–8	1	1	Description and/or Narrative	10	4
	2	2	Opinion and/or Persuasion	10	4
High School 9–12	1	1	Description and/or Narrative	10	4
	2	2	Opinion and/or Persuasion	10	4

Description of the Writing Test

The Virginia *Stanford English Language Proficiency* (SELP) Writing test is a direct writing assessment for students from primary through grade 12. The Writing prompts are the fourth component of the test booklet, following the Reading test. Students write their responses in their response booklets, except at the Primary level, where they write directly in their test booklets on the lines provided.

There are two prompts per form at each of the four levels: Primary, Elementary, Middle Grades, and High School. Employing two different prompts helps ensure that a writing sample is collected from as many students as possible, regardless of their proficiency level. Each prompt, which is age appropriate, consists of a short text and one or more graphics.

The brief text of the prompt is printed in the test booklet and is also read by the test administrator so that all students, even those with very low reading skills, can understand the Writing prompts. Both prompts 1 and 2 for the Primary and Elementary levels are meant to elicit description and/or narrative writing. Prompt 1 for Middle Grades and High School is also meant to elicit description and/or narrative writing, and prompt 2 for Middle Grades and High School is designed to elicit opinion and/or persuasive writing. This type of writing requires higher cognitive skills and is more appropriate for older students.

For all levels except Primary, the printed text of each prompt also appears in the student's response booklet and is followed by two lined pages for students to write on. Following the lined pages, an editing checklist is provided to help students focus on the components of their writing. At the Primary level, students write their responses directly in the test booklet, and the two lined pages follow the prompt. Checklists are also provided at the Primary level. Below are examples of the checklists.

Student Checklists

PRIMARY AND ELEMENTARY WRITING CHECKLIST

Check your writing. ☒

- ☐ Did I write about what I saw in the pictures?
- ☐ Did I use different words to describe what I saw?
- ☐ Did I try to use complete sentences?

MIDDLE GRADES AND HIGH SCHOOL WRITING CHECKLIST

CHECKLIST ☒

- ☐ Did I write about what I saw in the picture?
- ☐ Did I use different words to describe what I saw?
- ☐ Did I try to write in complete sentences?
- ☐ Did I try to capitalize and punctuate correctly?
- ☐ Did I think about how to spell the words correctly?

Characteristics of ELL Writing

One of the most visible and pervasive characteristics of English Language Learner (ELL) writing at all ability levels is phonetic spelling. Spelling, however, is only one component in the total evaluation of student writing and should not take on excessive importance, especially when it does not interfere with comprehension and when a word is easily recognizable as an English word. By the same token, capitalization and punctuation are only part of the criteria used in making a judgment. So a sentence that is recognizable without capitalization and punctuation is considered a sentence. For example: "dad sed I am Bize" (Dad said, "I am busy:"). In upper level writing (score points 3 and 4), there are usually fewer errors in spelling and mechanics than in lower level writing (score points 1 and 2), but these types of errors may still be found at all levels of ELL writing.

Since typical sentence markers, a capital at the beginning and a period at the end, are often absent in ELL writing, it is necessary to look for the elements of a basic English sentence—a subject, a verb, and maybe an object. When these are present and in the correct order (SVO), the student has produced a sentence. An increased number of sentences representing different ideas is one indication of the complexity, or development, seen in higher level ELL writing.

Complexity is also demonstrated in the type of grammatical structures used and in the accuracy of their construction. With the addition of adjectival and adverbial words and phrases (e.g., relative clauses and prepositional phrases), simple sentences take on some complexity. Advanced structures like subordinate clauses (beginning with "because," "when," "if," etc.) can also be found in upper level ELL writing.

Another feature that differentiates upper from lower level ELL writing is word choice. In upper level writing, choice of vocabulary becomes more precise and descriptive; for example "a student in the fifth grade" might be used instead of "a girl." As a student's writing ability develops, a few idiomatic words and phrases may be used. Although the register might be somewhat inappropriate, the attempt to incorporate idiomatic language is a developmental sign of upper level writing.

Organization is an important writing convention of English. Logical progression of ideas, linking words ("so," "then," "next," etc.), and, to a much lesser extent, use of paragraphs, contribute to organization of ELL writing. In upper level writing, where students are capable of expressing more ideas, the ability to organize the ideas becomes a characteristic which can help differentiate between score points 3 and 4.

In general, judgments about ELL writing will be based on the number of ideas expressed (with sentences), the precision of word choice, the complexity and accuracy of grammatical structures, and how all these elements work together. From lower to higher ability levels of ELL writing, there is progressively greater fluency—fewer errors and more idiomatic language—and increased complexity.

Holistic Scoring

The Writing test is scored holistically. Holistic scoring consists of assigning a single score that is based on a rater's disciplined, overall impression of a student's written response. This kind of scoring depends on the rater balancing what the writer has done in several areas, such as clarity of meaning through structure and spelling, length and complexity, and appropriateness of vocabulary.

Most state-mandated assessments of writing employ some form of holistic scoring. There are several very good reasons for the popularity of holistic scoring. First, holistic scoring is extremely efficient. In the large-scale assessment of writing, readers are usually able to be trained very quickly, can read and make judgments on papers quickly, and have more flexibility in responding to the varied abilities and strategies of ELL writing.

Holistic scoring is also quite reliable because all successful large-scale holistically scored writing assessments adhere to generally accepted constraints: a scoring criteria guide (the rubric), use of sample papers, and record keeping. This adherence has resulted in high levels of reliability that meet the most stringent criteria.

Another positive aspect to holistic scoring is the link it provides between reader and writer. A "conversation," albeit sometimes quite brief, with an experienced holistic reader yields an enlightened reading and evaluation. Such individuals are open to the wide range of strategies that students use to attain their purposes. By concentrating on comprehensible and meaningful content rather than solely on such concerns as length of writing and sentence-level skills, holistic scoring is able to go beyond many conventional assessments. It provides a framework in which two people (writer and reader) are involved in a silent dialogue.

Finally, holistic scoring embodies a developmental awareness that many find quite attractive. At each grade level, emerging abilities—cognitive and linguistic—are given their due. It is also possible for holistic scoring to inform instruction and learning about specific aspects of written expression if the types of annotation modeled in this manual are included with the score.

The Writing Rubric

The Virginia SELP Direct Writing subtest is scored with a 4-point holistic score scale or rubric. With the increasing use of large-scale testing, it has become important to streamline the work of the teachers reading and making judgments on ELL student writing. This rubric allows readers to quickly make a two-part decision using the descriptions in the rubric. Decision one: Is this upper level writing (score point 3 or 4), or is it lower level writing (score point 1 or 2)? Decision two: In which half of the level does this paper belong? Both of these decisions are based on specific descriptions of each score point. These descriptions form the rubric, which follows.

The Virginia SELP Writing Rubric appears below.

Directions: Use this rubric to holistically score both Prompts 1 and 2 for all levels (Primary through High School). Look at the descriptions for the score points below. Use the key words in bold for each score point to help guide your decision.

VA SELP Writing Rubric
Grades 2–12

SCORE POINT	DESCRIPTION
Score 4	Consistent Control <ul style="list-style-type: none"> • Central idea is clearly focused and consistently supported with relevant details. • Writing has consistent and appropriate organization. • Writing shows evidence of voice and tone throughout. • Vocabulary is generally precise and expansive. • Sentences are cohesive and varied. • Occasional errors in spelling, mechanics, or structure do not interfere with meaning or disrupt the flow of ideas.
Score 3	Reasonable Control <ul style="list-style-type: none"> • Central idea is focused and supported with some relevant details. • Writing has generally appropriate organization. • Writing shows some evidence of voice and tone. • Vocabulary is often precise and varied. • Sentences are generally cohesive and varied. • A number of errors in spelling, mechanics, and structure occur, but they are not serious enough to interfere with meaning.
Score 2	Inconsistent Control <ul style="list-style-type: none"> • Central idea is not supported by details OR details are not connected to a central idea. • Writing has little or inappropriate organization. • Writing shows limited evidence of voice and tone. • Vocabulary is related to the prompt but may be limited or repetitive. • Sentences are disjointed or patterned. • Frequent errors in spelling, mechanics, and structure interfere with meaning.
Score 1	Little Control <ul style="list-style-type: none"> • Little or no evidence of central idea. • Writing lacks organization. • Writing shows no evidence of voice and tone. • Vocabulary is related to the prompt and may be presented as a list. • Sentences may be very simple or incomplete. • Numerous errors in spelling, mechanics, and structure obscure meaning.
Score 0	Non-Scorable <ul style="list-style-type: none"> • Incoherent • No writing, or very minimal writing • Illegible, incomprehensible • Numbers, copy of prompt • Solely in a foreign language

Prompts and Examples of Student Writing

This section contains sample papers for Primary, Elementary, Middle Grades, and High School levels, for both prompts 1 and 2. There are three papers for each score point, 1 through 4, in order to show variations within a score point. Accompanying each student's paper is a detailed annotation commenting on elements of the writing that helped determine the holistic score.

Reminder

The prompts and items in this manual are based on actual writing tests taken by students. This manual is provided exclusively for the purpose of training Virginia teachers and test administrators (to score the Speaking subtest), and professional writing evaluators. It also may be used for training Virginia educators to score student writing when used as a placement test. None of these materials should be duplicated for students, or otherwise used to practice with students.

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Primary Prompt 1

DIRECTIONS

Look at the picture. Write about what you see in the picture. Tell a story about this picture.

The Kirs r t'eren
the Rabet

The firow ra Rhet
es hongre

SCORE POINT LOW

1

The writing is somewhat comprehensible, although the reader must interpret a number of words. The sentences are simple and phonetic spelling is used.

The people ar Se The bunes.
The boy is give a kernt.

 SCORE POINT MIDDLE
1

The writing is comprehensible. The sentences are simple, and numerous mechanical and spelling errors occur. No voice or tone is evident.

The son is we pretty.
And jump.
And get keret.
There little.
They smell ket
They like fut
ke ves

 SCORE POINT HIGH
1

The writing is a description of the picture and lacks organization. The vocabulary is presented as a list, and the sentences are often incomplete. Numerous spelling errors occur. However, a central idea is present which helps make this a high 1.

The rabbits are even kewes.
The rabbits are pretty.
The rabbits are big.

SCORE POINT LOW

2

The writing contains little evidence of a central idea and has insufficient detail. There is some organization but no tone or voice. The vocabulary, though related to the prompt, is repetitive and sentences are patterned.

I see cut litte
fabest the boys aer
feting the fabest
the fabest aer
babys there relly
hangr thay made
a good base for the fabest

SCORE POINT MIDDLE
2

The writing is organized and has sufficient detail. The vocabulary is impressive, giving the writing voice and tone. However, the disjointed sentences and mechanical and structural errors keep it from being a high 2.

They where giving
Some food for the
Rabbits wen they
Givve the rabbits all lot
of fude they where
siek of lots of cans of
fuds and give them away
and they were tired
of walking the rabbit

SCORE POINT HIGH
2

The writing has a central idea and details, but the details are not connected well to the central idea. It has some voice, but the vocabulary is not precise and spelling errors interfere with meaning.

I see on that picture two girls they are
feeding a raddites and a man tell dam
do you want to see a radditis and the
redditse are in the kage. the radditse
are eat the cerretse. the girl in the pirple
and the green she is so good she is
not a frid of a raddites

SCORE POINT LOW
3

Although this writing has some punctuation and spelling errors, it rates higher than a score point 2 because of its focused, central idea and relevant details. The writing has good voice and tone.

One day a man
was seling rabbits.
Two boys wanted
a rabbit but the
man seel the rabbits
cased ten dollers.
so the boys went to
the groshwer shop
instead.

SCORE POINT MIDDLE
3

The writing has a nice beginning, middle, and end, demonstrating appropriate organization. A central idea is evident. It has strong voice and tone. Sentences are varied with transitions, which give them cohesion. The spelling and mechanical errors keep this writing from being a high 3.

once there lived two boy's and there
father and they had three rabbit's
in there back yard and everyday
they went to chek on them and
there father went with them to
and fed them some carat's and
when the rabbit's see them there
so happy and start jumping up and

SCORE POINT HIGH
3

This writing has a central idea, relevant details, and considerable voice, tone, and organization, but errors in grammatical structure and punctuation keep it from being a score point 4.

This boy and this girl are giving a carrot to the rabbits and the father is looking at the rabbits to. And one of the rabbit is eating a carrot. The boy, the girl and the father are very happy. And the rabbits are happy to. The End.

SCORE POINT LOW
4

The writing has a good story line. The organization is appropriate and sentences are varied and cohesive. However, some repetition and several spelling and punctuation errors occur. This keeps the writing from being a middle 4.

The boy and the girl
are giving carrots to
the three rabbits while
the man is watching them.
One rabbit is standing in
the cage and one rabbit
is starting to nibble on
a carrot.

SCORE POINT MIDDLE
4

The writing has a focused, central idea supported with relevant details. It has good organization and precise vocabulary. Although no spelling errors occur, there is not enough voice and tone to bring this to the level of a high 4. The writing is more of a report than a story.

On Monday Bob and Sally went to the pet store. They wanted to get two bunnys. A man siad can I help you. They siad yes. Bob siad I want a prefect bunnny. Sally siad I want a brown bunny. The man siad you came to the right place, I will show you where the bunnys are. I want that one siad and I want that one siad sally. OK siad the man.

SCORE POINT HIGH
4

This writing is a story with a strong beginning, middle, and end. Voice and tone are evident throughout the writing. The sentences are cohesive and varied. Though occasional spelling errors occur and quotation marks are not used, the writing represents the high end of score point 4.



Primary Prompt 2

DIRECTIONS

Look at the three pictures. Write a story about what you see in the pictures.

have pot don the cise
she pot don the book
yam on read book

SCORE POINT LOW

1

The writing is somewhat comprehensible, but there are numerous errors in spelling and mechanics. There is no punctuation. Most of the vocabulary is imprecise, keeping this at a low 1.

The boy is pureng The chers.
The gril can read books
The tichr is rening a book.

SCORE POINT MIDDLE
1

The writing contains no evidence of a central idea. There is no voice and tone. Some organization is evident, but the vocabulary is imprecise and numerous errors in spelling and mechanics occur.

+be boy is E lining
+he class room.
+he gilr is geting Her
books. the techr.
is riding ~~at~~ the clasc

SCORE POINT HIGH
1

The writing shows a hint of a central idea. There is some evidence of organization, but the sentences are simple and numerous errors in spelling and mechanics obscure meaning.

① I see a boy putting
the chairs for the class.

② I am see that the
girl is all the books away

③ The teacher is read a
storey to the kids.

SCORE POINT LOW

2

The writing has some organization, which brings it to the level of score point 2. The vocabulary is related to the prompt. However, the writing lacks voice and tone and sentences are disjointed.

The children were
playing a game
when it was
over the game and
the teacher said
clean up the room
and the teacher was
reading a book a little
bit away by
for the children
so they could be
away

SCORE POINT MIDDLE
2

The writing has a central idea, some details, and some evidence of voice and tone. However, sentences are disjointed, and spelling and mechanical errors interfere with meaning.

I see a boy he is poteng
chers orand the clas
they a girl pic the book
Up a teacher has her clas
on the floor She is reding
a stoery to her clas
She is Seting on her Schoey
She is tockin to the

SCORE POINT HIGH
2

The writing has some organization and is beginning to show some voice and tone. Also, the vocabulary is related to the prompt. However, the lack of appropriate organization and story development keep it from being a score point 3. Moreover, the repetition plus the spelling and mechanical errors obscure some meaning.

The little boy is setting the
shelves but the girl has
books to read the teacher
is going to read a story to
them she will read to the kids
and show the pictures to them
as she reads the stories they
will look at the pictures
they like that book a lot the
end is so nice I like
that book a lot

SCORE POINT LOW
3

The central idea, details, voice, and tone bring this writing to the level of a score point 3. It is organized and has varied sentences. The mechanical and spelling errors obstruct the fluency, causing it to stay at a low 3.

A boy is puting up the cchairs
A girl is taking a book so the teacher
could read it to them they like
story's they like the teacher
reading them they like reading

SCORE POINT MIDDLE
3

The writing is organized and focused, and the vocabulary is generally precise. There is some evidence of voice and tone. There are a few spelling and mechanical errors, e.g., no periods and only two capital letters, but these do not interfere with meaning.

First the boy is putting the
chairs in order. Next the girl is
putting the books away.
Last the teacher is reading
to the children.

SCORE POINT HIGH
3

The writing has excellent organization and the grammatical structure is correct. However, the writing does not achieve a score point 4 because it lacks voice and tone, has insufficient details, and does not have expansive vocabulary.

When it was circle time
everybod had to clean up.
Patrick put away the chairs
Dora put away the books said
their teacher. So everybod joined
circle time the teacher was reading
a story about color blue.

SCORE POINT LOW
4

The writing has a central idea, which is supported with relevant details. The sentences are cohesive and varied. The writing's limited voice and tone and insufficient punctuation keep it from achieving a higher score point.

Sam put chairs in front of the chalk board where other children could sit while Jenney help look for some books for Ms. Anna to read for the class. The story was called The Giant Pumpkin. Ms. Anna the teacher started to read the story.

SCORE POINT MIDDLE
4

The writing has a clear, central idea with relevant details. It presents a nice story line, has good voice and tone, and creative and expansive vocabulary. The writing presents only minimal errors, such as a lack of an "ed" ending on "help" and quotation marks around "The Giant Pumpkin."

on monday Bob got ready
the chairs for the kids.
When Bob was done
Rachelle got the books
ready for the kids. When
she was done it was time for
school. After snack the
teacher read a story. The
story was called the
Shape book they learn a lot
about shapes. When the
story was done they did
thing with shaps.

SCORE POINT HIGH
4

The writing has excellent voice and tone, a number of details, excellent elaboration, exceptional closure, and great imagination. There are occasional errors in spelling, mechanics, and structure, but these do not interfere with meaning or disrupt the flow of ideas.



Elementary Prompt 1

DIRECTIONS

Look at the picture. Write about what you see in the picture. Tell a story about this picture.

A men are ready finish it
Food his troing his Food.

SCORE POINT LOW

1

The writing is mostly comprehensible but too short to show organization. There is no voice and tone. The spelling is fairly accurate, but structural errors obscure some meaning. The writing is minimal, keeping it at a low 1.

The men is troben the
trascan beaguse dat
live the food on the
plate dad's way the
Men is to ben the food
dat dirent it i alabel
dat dirent drin is the
milch and the guce
the men oill the dat
inder toven the trascan
and the apple dat pret
and.

SCORE POINT MIDDLE
1

The writing is related to the prompt, but it has no evidence of voice. It lacks organization. Numerous spelling, mechanical, and structural errors obscure meaning, causing much of the writing to be unintelligible.

The Boy was eating then he throw the food Because he was
not hungry any more and ther he Put the trash where they need to
Put the trash

SCORE POINT HIGH

1

The writing has vocabulary that is related to the prompt. It shows some organization and complete thoughts. However, there is little evidence of a central idea.

he is ^{throwing a fork in the trash} ~~throwing a~~ fork in the trash and milk
and apple he is fresh not has food
and he is going to play out so
(and work to do in the classroom)
and go home and work

SCORE POINT LOW

2

The writing has a central idea, which is supported with some detail, but much of that detail is difficult to understand. It has some organization and vocabulary, which is related to the prompt. However, the writing shows limited voice and writing mechanics are weak.

In this picture I see a man that is throwing away a soda, fork a paper, and a apple that had been eaten. he was eating and then when he was done by obeying the rules. By throwing the food.

SCORE POINT MIDDLE
2

The writing shows some evidence of organization and the vocabulary is related to the prompt. Some structural errors occur, however, and interfere with meaning. The writing also contains limited to no voice and tone.

One boy was eating and he finish
and he throw away he Food and
the boy was happy because
the food was very good and
very hot and the plate was empty because
he eat all the food of the cafeteria
and the milk.

SCORE POINT HIGH
2

The writing has a central idea, but it is not supported by details. It has little organization and limited evidence of voice and tone. The vocabulary relates to the prompt but is limited. The absence of a focused, central idea keeps this writing from being a score point 3.

He is throwing his food in the garbage.
And he is throwing the milk in the place
the milk goes. And recycle the thing
belongs. He is going to put his tray
in the window. He has a blue shirt and
gray pants brown shoes.

SCORE POINT LOW
3

The writing shows evidence of appropriate organization and precise vocabulary, but not voice or tone. The sentences are not cohesive. Some spelling errors occur, but they do not interfere with meaning.

A man had finished his lunch. He went to the trash to throw away his food. Then the man recycle his trash.

SCORE POINT MIDDLE
3

The writing has a central idea, which is supported by some detail. The writing is organized and the vocabulary is precise. However, there is no evidence of voice or tone. This keeps the writing from earning a higher score point rating.

Jhon is recycleing the bottles, forks, and plates. Jhon wants to help the community. He told his teacher that he wanted to help his community. His teacher said recycleing is helping his community. Jhon was happy.

SCORE POINT HIGH
3

The writing has a focused, central idea with supporting details. It is appropriately organized with some evidence of voice and tone. The sentences are cohesive and varied. Spelling errors do occur, but they do not interfere with meaning.

Once upon a time, there lived a man who goes to work every morning. He goes to the cafeteria every day for lunch because he does not bring food with him. In this picture, you can see why he eats in the cafeteria. This man's name is Mr. Harris. He is a man that would never litter. He eats everything and then he would throw it into the trash.

SCORE POINT LOW
4

The writing has cohesive and varied sentences: compound, complex, and simple. There is evidence of voice and tone throughout and the vocabulary is precise. However, the organization is not consistent or appropriate, and the central idea is not supported with relevant details. This keeps the writing at a low 4.

The man is throwing his trash away.

But he is throwing it in the wrong place!

He is throwing his trash in the plastic
garbage. Plus the trash can is right
next to the place.

He even threw out a metal
spoon in the plastic zone.

And the glass bottle too

and the glass goes next to

SCORE POINT MIDDLE
4

There is evidence of voice and tone throughout the writing. In general, the vocabulary is precise (e.g., "glass bottle," and "plastic zone"). The sentences are not completely cohesive, although they are varied. Spelling errors do occur, but they do not disrupt the flow of ideas.

The man is throwing away his food. There is a trash for plastic bottles and glass bottles. He's sorting the bottles to put them in the right place. Probably so they can recycle. The rest of the trash goes in the plain garbage can. He has an apple, a fork, a piece of paper, and a bottle.

SCORE POINT HIGH
4

The writing has a clearly focused, central idea, which is supported by details. It has excellent organization and shows evidence of tone. The vocabulary is precise and expansive. The sentences are cohesive and flow appropriately.



Elementary Prompt 2

DIRECTIONS

Look at the three pictures. Write a story about what you see in the pictures.

The Kid was puteg seeds en the sand

SCORE POINT LOW
1

The writing is coherent, but it has no central idea and insufficient information to determine organization. It is a simple sentence with no tone or voice.

The boy put the seeds in the aern
and seeds is a little earn.

For two hours the boy is a plant
water

And the seeds is a little plant in
the earn.

SCORE POINT MIDDLE
1

The writing has some organization, and the vocabulary is related to the prompt. However, it displays no evidence of voice or tone. This is a solid score point 1.

First he puts the seeds in
the bucket and then he puts
a little bit of water then
to little leaves come out of
the bucket.

SCORE POINT HIGH
1

The writing shows some evidence of a central idea, but it is not sufficient to bring it up to a Score Point 2. It shows an attempt at organization, but no voice is evident. Vocabulary is related to the prompt and the spelling is good.

' The kid is a student
the kid is doing a project
he is planting a flower
he is putting seeds
and the the other
day he went to class
again and he thowed
water³ the next day
hes flowered grewed
big

SCORE POINT LOW

2

The writing has evidence of a central idea and some organization. The vocabulary is related to the prompt and is somewhat expansive. The sentences are disjointed. The writing has all the qualities of a score point 2 except it lacks voice and tone. For this reason, it is a low 2.

In the first picture he put
some seeds in his flower pot.
and happend next he put
water in his flower pot
to grow. and happend last
that the flower grow big.

SCORE POINT MIDDLE
2

The writing has some organization (e.g., "first," "next"), which helps bring this up from a Score Point 2 Low. This writing also has better use of mechanics than that which is usually seen in lower level papers. The sentences are somewhat disjointed, but the ideas are clearly seen.

The boy is plantin some sids
in the pot.

Now the boy is puting water for
the plant can grow.

The plant sprout and the
boy is looking at it.

SCORE POINT HIGH
2

This writing makes use of grammatical structures and complete sentences, but its central idea is not supported with details. This keeps it from being a Score Point 3. The vocabulary is related to the prompt, but the writing shows limited evidence of voice and tone. The reason it is not a lower score point paper is because it does have organization, and its errors do not interfere with the conveyance of meaning.

In the board said the homework Ch. 2
The boy have a bag of seed and he is
putting some seed to the bottel to
grow up a plant. They past two days in the
board said homework Ch. 4 and the
boy is putting water to the bottle to
grow the seeds. They past two day
more and in bottel grow the plant.

SCORE POINT LOW
3

The writing has a central idea and is beginning to show some details. It is organized and the spelling is accurate. Some errors in structure occur, but they do not interfere with meaning. The amount of imprecise vocabulary keeps this writing at a low 3.

There was a kid in his classroom he had some seeds. First he put them in something. Next the kid put on some water to grow so big. Then he was waiting and waiting something green showed up and then he went home to show his mother.

SCORE POINT MIDDLE
3

The writing has a focused, central idea and some details. It is organized and shows some evidence of voice and tone. The sentences are cohesive. Although the vocabulary is often imprecise and punctuation is lacking, the paper is a solid 3.

Today I was the helper, again
and I have to plant seeds. My teacher
told me how to plant them.

The next day, I put water on the
seeds so they can grow.

The last day I was the helper,
I looked at the seeds they were
growing like a plant.

SCORE POINT HIGH
3

The writing meets the conditions for a score point 3. The precise vocabulary, good sentence structure, relevant details, and advanced mechanics make this writing a high 3.

in the first picture I see that the boy is growing seed in a pot full of dirt and that he's smiling and he's holding the bag of seeds. in the second picture I see that the boy is watering the seeds, and on the last picture I see the plant growing and the boy is proud of him because he has been taking good care of the plant, and he's very, very happy, and the plant will continue growing for a long time, and there will be more plants growing for ever.

SCORE POINT LOW
4

The writing has a clear, central idea with plenty of voice and tone. The vocabulary is expansive and sentences are varied and cohesive. There are some errors in spelling, but these do not interfere with meaning. The mechanical problems keep this from being a higher score point paper.

Today I am planting seeds. First I put the seeds on my vase. Then I put water on them and watch them grow. Finally I saw the plants grow and they grow my teacher said you did a nice project.

SCORE POINT MIDDLE
4

The writing has a clearly focused, central idea with good organization. The transitions are very appropriate and the voice is expressive. Some of the mechanical problems keep this writing from rising to a Score Point 4 High.

How to plant A Seed

This story is about a little boy named Jimmy. He likes to plant seeds.

First, he puts the seeds in the soil.

Then, he will get water and put water on top of the soil and wait the plant to grow. Finally, after a few days, you can look back at the plant and it will start growing.

SCORE POINT HIGH
4

The writing includes a title. It has strong voice and tone. Transitions and sentence cohesion make the writing very fluent. The vocabulary is precise and expansive. Very few errors are made. The last sentence is an appropriate ending.



Middle Grades Prompt 1

DIRECTIONS

Look at the picture. Write about what you see in the picture. Tell a story about this picture.

3 girls, tree, the girls smile, happy,

SCORE POINT LOW
1

The writing is very simple. The vocabulary is related to the prompt in the form of a list.

3 girl workin together
and By and
They laugh and laugh
3 others don get same
class one got green pants
and red shirt
and the one pink shirt green pants
and one got or 10 of class
it white

SCORE POINT MIDDLE
1

The writing lacks organization, but there is some thought to it. There are numerous spelling errors and incomplete sentences that obscure the writing's meaning.

I see three girls is the park

They three girls is very happy

I see the van is going

I see the rocks.

SCORE POINT HIGH
1

The writing is a list of sentences. The vocabulary is limited but is related to the prompt.

I see three girls.

there are happy. one girl have red shirt the

oder girl have a pink t-shirt and the

other girl have a black t-shirt.

one girl have a hat and the other two

girls don't have.

SCORE POINT LOW
2

The writing is choppy and disjointed. There is no evidence of organization. The ideas are presented in the form of a list but in random order. The vocabulary is repetitive, imprecise, and limited.

I see three girls in the park. They look so happy and they are the best friends. one of the girls has white shirt, the other one has pink shirt, and the last one has a red shirt.

SCORE POINT MIDDLE
2

The writing is somewhat organized yet the ideas are not organized. There is very little evidence of a central idea. The vocabulary is repetitive. The writing needs more development, although there is evidence of some structure.

Joanna, Karolina and Anna went to the City to shop for some new clows as they were walking to the stor they went to the park to get to the store faste. They look like they have a lots of fun. They all holding hands and teafing. They have a lots of fun. They said they that they will do this again all together

SCORE POINT HIGH
2

The writing has little organization. The writing details are not connected to the central idea. Sentences are choppy and disjointed. The vocabulary is limited and repetitive.

- I see three girls in a park. They walking together, and they laughing.

Three girls hates each other. They hurt each other, and laugh each other. One day in school teacher tell to they that, "you have do a project together." Girls dont like that thing, but they have to work to gether. They have 1 week time to do that project and they began it same day. So, they go together to library. They dont speak so much together. Second day when school ends they go again to library then they speak to gether and little bit laugh too! Now they are ...

SCORE POINT LOW
3

The writing has a good approach and there is evidence of voice. There is limited control of verb tense and usage, but it does not interfere with meaning. Good mechanics and good use of transitions are demonstrated. The writing is creative and there is correct dialogue usage.

One day there were three girls. Every day they would go to have a walk. They were best friends. But until one of the girls started to go to the movies with different girls. That's okay said the others two girls, but next time you gotta tell us. She kept doing the same thing. The two girls were mad at her. The next week they fix the problem and were back to be best friends.

SCORE POINT MIDDLE
3

The writing is short and incompletely developed. There is reasonable control, with a clear beginning and end. There is evidence of language command and sophisticated use of language. The writing loses cohesion at the end.

There are three girls who are best friends they love each other more than anything else, they always shared time, went to the movies, and always like to be with each other. Everyone in school liked them because they were nice, friendly and very, very, smart girls, all of them were 15 they grew up together and always told each other who they like. One day they said were going to be friends forever, no matter what, we're always gonna be in contact they all hold hands and started laughing. I

SCORE POINT HIGH
3

The writing is sufficient in length, with a strong, central idea. There is evidence of supportive information with minimal repetition. The writing has many run-on sentences with some punctuation errors. There is evidence of language command and fluency.

Three girls who are friends went to watch movies. When they arrive to the theater, they agreed to pick the same movie to watch and they did. After the movie was finished, they went in this restaurant called "All You Can Eat." They bought their favorite food and then pick a table to eat. So they ate all their food and one girl said "wow that was good." After they ate their food, they went home walking, talking stories and they all giggled when one of the girl burped really loud. then, they went home holding hands with each other.

SCORE POINT LOW
4

The writing is a strong narrative composition, well organized, with evidence of voice and tone. It uses precise language and attempted dialogue. Writing is logical, with occasional errors in spelling. Vocabulary is somewhat precise and expansive.

At Saturday evening, ~~Sam, Megan and Julia~~
on the way home. Even, Megan and Julia couldn't
stop laughing. They were talking about
that time when they were in second grade,
when they promised each other they will be
always best friends. They made up that
magic thing that will make them to be together.
All of them gave a little blood from their
finger and putted it in the nice box where
they had putted some pictures of them
being happy. Then all of them promised
that they will be always best friends
as they are now. That time they were
taking it seriously but now they take
it as funny joke they'll never forget.
Each of them gave hands to each other
and laugh as hard as they could.
They know they are lucky they have
each other.

SCORE POINT MIDDLE
4

The writing contains great voice and tone. There is a strong, central idea with supportive and relevant details. The writing contains a strong composition, with some spelling errors that do not interfere with the writing's meaning. There is evident language command and well phrased wording. The writing lacks paragraph breaks.

It was a beautiful Saturday afternoon and three best friends decided to go for a walk. Mary, with a hat, Jonesy, with the pink shirt, and Rebecca, with the red shirt. They have been friends since they were little and they still laugh about things that has happened five years ago.

They were walking to this nice, beautiful, park in California. They always go there to talk about life, to laugh about funny things, and to spend time with each other. When they walk they always holds hands. Some people thinks it is wierd but for them it is fine and they will care less about what people say.

As you can see they are already near the park, they just need to find the entrance. The park has a lot of trees, green and soft grass, there's a street next to it but not a lot of cars drive by. There this beautiful flowers that each of the girls get one and throw at this long, quiete lake. They always make this one wish and the wish is for all the three Mary, Jonesy and Rebbaca to stay friends forever. All of this happend on a Saturday afternoon!

SCORE POINT HIGH
4

The writing is sufficient in length. It is well organized with precise vocabulary. The writing shows evidence of voice and tone. There are some errors that do not disrupt the flow of ideas. Sentences are cohesive and varied.



Middle Grades Prompt 2

DIRECTIONS

People like to spend their time in different ways. Look at the pictures. How are they the same? How are they different? Why would a person like one of these better than the other? Give as many reasons as you can.

I see one boy play piano.
I see two boys two girls in the computer.
The boy sit.
The boys and girls uses the computer.

SCORE POINT LOW
1

The writing shows no evidence of a central idea. It demonstrates a limited vocabulary and very simple sentences.

Some people learn in computer but
some other like to learn about music.

SCORE POINT MIDDLE
1

The writing shows no evidence of a central idea, but there is one statement related to the prompt.

They are same because:

They have some hobby, and they like it?

They are peoples.

first picture's boy have blue on his jumper

and second picture's girl have too blue in her
t-shirt.

They are different because:

first picture have one people and

secon picture have four people.

first picture have boy, second picture have
two boys and two girls.

first pictures boy have jumper and second
picture boy have t-shirt.

first picture's boy have piano and second
picture's peoples have computers.

SCORE POINT HIGH

1

The writing attempts structure. The vocabulary is repetitive but related to the prompt. There is little organization with few details. Some simple sentences are presented in the form of a list.

The people is playing whithe piano.
The piano is blak. The people has a
sweeber whitth him. He play look the
nots.

Two boys and two girls they play whitth
compiuter. They are lafith. They play with
copiuter in library. Library has many
books. In one compater playing one
girl and one boy and uter too.

SCORE POINT LOW
2

The writing shows little organization. There are some details that are not connected to a central idea. Limited voice is attempted through disjointed sentences and repetitive vocabulary.

The boy seeing in the choir looked
at the paper for the music of the
piano.

In the next page I'm look at the
picture and I see one boy and girl just
the computer they is in the library
in the same page I look at girl and boy
she and he they do something in the
computer.

The different is the boy is touching the
piano.

And the next picture every body is just the
computer. This is the difference of the two
picture.

SCORE POINT MIDDLE
2

The writing shows little organization through disjointed sentences and repetitive vocabulary. There is some voice and tone in the writing.

The two of the pictures are different because in the first picture a boy is playing with the piano and in the second picture they are two boys and two girls and they are doing a lot of things in the two computers there is a boy with glasses and a yellow shirt and there is a girl with long yellow hair with a blue shirt and a person would like more to play games in the computer because that is more fun than playing with piano and where the girl with the blue shirt behind him

SCORE POINT HIGH
2

The writing lacks a central idea. The topic is not fully addressed. There is little or inappropriate organization. The use of vocabulary is limited.

The boy was studying piano in the other side boy and a girl are research together. The differences are the boy are studying how to play piano by himself. That know one helping him. other side day were looking for there research together. They are helping each other and they were more happier than the boy that is alon by himself learning how to pay piano and he was not having find and know one would help him. These person would like this better because they where having fun than them working by itself.

SCORE POINT LOW
3

The writing shows appropriate organization. There is some evidence of voice and tone. Supportive details are present. The existence of some errors in spelling and mechanics do not interfere with meaning.

They like playing the Piano because it sounds nice and peacefully but the Computer is nice too they are the same because you learn from them. If you play the piano you will know how to play the piano and if you press the keys on the computer you will finally learn how to use it. The piano is ~~what~~ what you wish you could play well like me I play piano. But the computer helps you with your home work and tell you answers to what you don't believe in History. If you like play piano then you know how you feel you will like the piano because the music flows in the air and it help you to sing in it. But the computer is helps you with your home work. The same thing about piano ^{computer} and it helps you to sing and play well and the computer help you to get your home work done. And it helps you to get your correct thoughts.

SCORE POINT MIDDLE
3

The writing shows an attempt at organization, but it is ineffective. There is evidence of voice and tone with some reasonable control. Though the writing displays some good examples, the vocabulary is generally imprecise, with details that are only sometimes relevant to the central idea.

Well, in this story I am going to tell you how learning how to play piano and how to use the computer.

First of all, learning how to play piano, and how to use the computer are the same in two ways I can think of. They are them both, you can learn them. And also, they're exciting, wonderful things to do.

Second of all, learning how to play piano is different from learning how to use the computer because piano you got to learn how to play the key. They each have they're turn.

Third of all, learning how use the computer is different from learning how to play piano because you got to know how to exist and everything.

In conclusion that is my thinking.

SCORE POINT HIGH
3

The writing shows good organization. There are errors in spelling and mechanics that do not interfere with meaning. Some supporting details are present, and imprecise vocabulary is used.

On both pictures there are kids. Kids that are learning new things.

On the first picture there is a boy who is playing the piano. He is learning how to play it. Every time he plays it he is getting better and better. He has his notes in front of him so that he knows what to play.

On the second one there are 2 main people and 2 in the background. But all of them are doing the same thing. They are looking things up on computers. They are in the library. I can tell that because there are a lot of books and computers.

Some people would like one more than the other. Maybe they practice things till they get it right. Or they just look things up.

I would chose picture 2. When I need to get some information I look on internet and in books

SCORE POINT LOW
4

The writing shows good organization, and it addresses the prompt. There are occasional errors in spelling and mechanics that do not interfere with meaning. There is evidence of a central idea and supportive details, but not a lot of expansive vocabulary.

The picture with the boy playing the piano is in some ways similar to the picture with two kids working in the computer because they are both learning, reading and having fun. They are learning and reading because when you play the piano you learn how to play and read the notes of the music. You learn and read a computer too. You learn new things from it and you read articles. You can tell that they are having fun because they both are doing things that they enjoy doing it.

Also there are some differences between this two pictures. Some of the differences are that the piano is big and long, and the computer is small and not long. Another difference is that the piano you play it and the computer you find researches or play games, not musics but games. Last but not least they are different because when you touch the piano, there's a song or a music. A computer you can't touch it so it will play music or a sound will come. You have to put a CD in it to listen to a music.

In my opinion, a person would like to use a computer instead of playing the piano because a computer has more things to do than a piano. The piano you just play but the computer you play games, do researches, read magazines and newsletters. Also I think that a computer is less boring than a piano.

SCORE POINT MIDDLE
4

The writing shows strong organization with a well-supported central idea. Sentences are varied, cohesive, and well-structured. The vocabulary is generally precise, with very few errors in spelling and mechanics throughout the writing.

The picture of the kid playing the piano, and the kid hanging at the library. They are the same and different in many ways. They are both different things you can do after school to enjoy, and they are different because one is more fun than the other.

They are the same because they are both something fun you can do. They both require skill though. The piano you have to know what each key does. A computer you need to know more than that you need to learn how to use the keyboard and how not to mess up a computer.

They are different because learning how to play the piano is easier than learning how to use a computer. The piano is easy because once you know how to play you can do your own music. But you need to know how to read music and find out which key it is. A computer is much harder though you have to learn how to do research, power point, brochure, sometimes you need to learn how to protect it.

I would like to be on the computer instead of playing the piano. The computer is much more fun than it has online games, you can play around with pictures. All the piano does is make music you can make your own music on a computer. I would prefer a computer over a piano I find pianos boring all you do is read and learn how to make different sounds it's not that fun to me.

SCORE POINT HIGH
4

The writing has a clear and strong central idea. It shows excellent organization, with few errors in spelling and mechanics. The vocabulary is sophisticated, precise, and varied. Sentence structure is apparent, with many relevant details.



High School Prompt 1

DIRECTIONS

Look at the picture. Write about what you see in the picture. Tell a story about this picture.

the student in the class they study and happying
in the class

SCORE POINT LOW
1

The writing shows an incomplete sentence, yet it relates to the prompt.

They are in the classroom.

They are looking hacia the Fronte.

Student's look Book

They are study in the classroom.

SCORE POINT MIDDLE
1

The writing shows evidence of some central idea. Sentences are presented in a series and in the form of a list. The vocabulary is very limited.

In this picture I see the students. they
in a class, they seem very happy in the class
they raise their hand to answer the question.

SCORE POINT HIGH
1

The writing shows no cohesive organization. There is uncontrolled organization and capitalization. There is some attempt to fit the prompt, but a central idea is not really present. Many verbs are missing and it shows little fluency. This is a high 1 paper instead of a middle 1 because the writing begins with a paragraph instead of a list of sentences.

we understand easy that it is class.
The boys and girls raising their hand for a
question or for answer. And they were happy
in the class.

SCORE POINT LOW

2

This writing shows little evidence of organization and only what seems to be an attempt at a central idea. Some details are present that are not connected to the central idea. There are frequent errors in spelling and mechanics.

In this picture to many students in the class, There is a teacher, but I can't see, only students I can see. They have book, They have notebook, and pencil. In the picture I can see boys and girl, They are Studing.

SCORE POINT MIDDLE
2

This writing shows little organization. There is little voice and tone because of repetitive language. The vocabulary is limited and there is little related to the prompt. Sentences are disjointed, with many spelling and mechanical errors. There are many punctuation errors.

This picture shows us the students in the collage. They all are happy. They all are raising their hands. They're good students. They're answering the questions to the teacher. They're in there math class. They're teacher seems to be fun teacher. That's why they're laughing. There's one girl and other all boys. They all big students.

SCORE POINT HIGH
2

This writing shows some details but no real central idea. Sentences are choppy due to the use of imprecise vocabulary. There is very limited evidence of voice and tone.

I saw many people are sitting on the chair. They are in math class. They are raising their hand, trying to answer question. They seem to be having fun in class. Every body show their happy faces. All of them are making a lot of posible answer.

SCORE POINT LOW
3

This writing shows some evidence of a central idea. The vocabulary is limited, with many spelling and mechanical errors.

Victor was a latin boy who usually struggle with the ingles. He would usually get "F" and "D". But one day a student from her classmate called Selena told him a solution. The solution was some cassette she had called "ingles en espanol". And after he practice with those cassette he started getting good grades in his english class.

SCORE POINT MIDDLE
3

This writing shows some organization with regard to central idea. The vocabulary is limited, but it does not interfere with meaning.

The beautiful and intelligent Rebecca always had a competition with Robert. Rebecca always wanted to be faster than him, but he always kept beating her. One day Rebecca was faster than him, but she gave the wrong answer, then he started smiling and gave the right answer. The next day the teacher made groups of two and Rebecca and Robert were on the same team. Due to that they put outside their differences and became good friends.

SCORE POINT HIGH
3

This writing shows appropriate organization by means of good storytelling. There is evidence of good voice and tone. The vocabulary is well used and sophisticated. There are some spelling and sentence errors that do not interfere with meaning. Good transitions are also present.

During the class of Algebra, the teacher gave to a group of students of the eleventh grade a series of exercises. They were about problems, solving. The teacher gave that kind of material knowing that it was going to be a challenge to the students and will like it to. The first student that finished was the girl in the back called Martha and the second one, was the boy in the front called Joseph. They both like Algebra and always do their best in the class. And that's why both of them are happy.

SCORE POINT LOW
4

This writing shows some evidence of a central idea, but it is not completely focused. There is not a clear pattern of organization, yet some exists. There is evidence of excellent, sophisticated language usage.

It was history class in the morning and usually this class was always boring. And the professor started to hear some complaining from the student on how they hated the class and that it was a boring one. So that night the professor went home and wonder what he could do that would be fun and interesting at the same time. Maybe if he cheer up a lot and bring more pictures and movies related with the theme, the students will pay attention to it. So it was, next morning the professor dressed up as an indian, which had to do with what they were studying, and brought movies, food that indians ate and he asked questions and students were excited that they liked answering questions, grades went up and everybody lived happily ever after.

SCORE POINT MIDDLE
4

This writing shows a central idea and organization. There are some punctuation and mechanical errors that do not interfere with meaning. Some transitions are present, and there is use of sophisticated language.

One morning, before class, all of the students were too tired and didn't want to enter the classroom. Then the Principal told them that there was a new teacher. They got really excited and entered the room very fast. The new teacher was very nervous, but she saw that the students needed a good teacher, she saw that she had to open their minds to a new world. So that's what she did. She was very good with her students and they loved her for that. They said that her class was both interesting and fun, while they were learning new things. The end of the year came and all of them got As and Bs. She was very proud of them and they were happy that they could have had her as their teacher. The students would graduate next year from high school. They asked their teacher if she would stay with them next year, and this is what she said: "How can I leave you guys, you're like my children, I love you." The bell rang, they all gave her a really big hug and left for summer vacations, certain that their favorite teacher would be there, next year when they came back to school.

The End

SCORE POINT HIGH
4

This writing is a clear, narrative writing with a strong, central idea. There is excellent chronological organization with relative and supportive details. The vocabulary is generally precise, with occasional errors but nothing that disrupts the flow of the writing.



High School Prompt 2

DIRECTIONS

There are different ways to do schoolwork. Look at the pictures. How are they the same? How are they different? Why would a person like one of these better than the other? Give as many reasons as you can.

Those girl happy and listen
 He can play the music.
 He is going sitting on computer
 and happy

SCORE POINT LOW
 1

This writing shows no central idea, but the vocabulary relates to the prompt. The sentences are simple, with many spelling and mechanical errors that obscure meaning.

The four person enjoy, but the different
 ways. The girls enjoy listen music and the boys
 enjoy in the computer.
 Much people enjoy and like the music and
 most people enjoy the computer.

SCORE POINT MIDDLE
 1

This writing shows no central idea or organization, but the vocabulary relates to the prompt. There is no evidence of voice and tone.

there are same a little bit because
there are 2 kinds talkin each other
that there are two girls hearing a workman
and there are the boy playing in a
computer what the two boy and girls
are different the girls have different t-shirt
the same color of pant but different style
the boy have a polo a different color

SCORE POINT HIGH
1

This writing shows no central idea but some organization. The vocabulary is related to the prompt.

In this ^{first} pictures I'm see two girls which listen
a music in a CD. Girl look happy. In a second
pictures two man play in a computer and I think
is funny. The man in a brown blouse is older than
boys but together feel good. This same in a
first pictures but girl look young.

SCORE POINT LOW
2

This writing shows little evidence of organization but maintains a central idea. There is limited voice and tone, with some supporting details. Frequent spelling and mechanical errors interfere with meaning.

I think that the similarities of the pictures
are that they enjoy hearing music and the
boys playing in the computer. The girls like
music like the boys like playin computer, the
girls like to dance and the boys like goin in
the web. looking for information.

SCORE POINT MIDDLE
2

This writing shows limited organization without a real central idea. The vocabulary is repetitive, with many spelling and mechanical errors.

In this picture there are a two girls and a two young boys, the girls are listening to the music they are having a fun each other and the boys are working in the computers. Both girls were a white pance and they booth look happy each other, the boys both look happy they are laughing they give a nice smile to each other. The boy I thing they are at the school and they are doing some homework or practicing.

SCORE POINT HIGH
2

This writing shows some evidence of organization but no real central idea. The vocabulary is limited and repetitive with some supporting details. There is limited voice and tone.

There are two teenage girls in the first picture. They are listening to the CD players. There are two teenage boys in the second picture. They are playing computer in the internet-café. All of them are having fun with each other. I think one person like me ~~open~~ these than the other because it's their choice. One think listen music with their friends having fun than the other. The other think play computer is more fun. It just depend on their decision.

SCORE POINT LOW
3

This writing shows a central idea. There is evidence of voice and tone through the use of varied sentences. The vocabulary is somewhat precise, yet includes some errors, such as the use of "think" instead of "thing." There are supporting details throughout the writing.

The pictures are the same in some things because in the two pictures the two friends look like they are having fun with each other, they look like they are sharing, maybe they have stuff in common and they look like they are best friends. Now they look different because maybe one likes being in the computer the other don't, maybe some like listening to music the other don't, some like being around girls and some like being with boys. A person would like one of those better than the other because maybe one may think that one thing is more interesting than the other, they like doing stuff other than what they are doing and maybe they just have a way of doing different stuff.

SCORE POINT MIDDLE
3

This writing shows a central idea with few supporting details. There are some grammatical errors that do not interfere with meaning. Sentences are generally cohesive and varied.

In the first picture you could see two girls that are listening to music on their CD-players.

In the second picture are two guys that are at the computer, doing different activities on the net internet. They could be chatting with their friends, writing emails or just reading different web sites.

Some people would like to listen to music more because that's what they like & enjoy listening to music.

Others would like going on the net because it's more fun & you get to communicate with other people.

SCORE POINT HIGH
3

This writing shows a central idea with few supporting details. There is a clear, cohesive focus with good use of vocabulary. There is evidence of parallel structure, voice, and tone.

When you have the knowledge to choose good and appropriate friends, you'll know that there's no need to discriminate someone. The two girls in the first picture enjoy listening music at the same time. They learn to share having a great time and knowing each other better. The two boys prefer to study or to play with the computers. They learn what are their similarities and differences as the other girls. People have the right to choose who to be with. Having a social life is good for the development of our character and personality. Remember only and if only it enriches your life in a healthy and positive way.

SCORE POINT LOW
4

This writing shows evidence of a central idea with enough supportive details. The vocabulary is precise, with varied sentence use.

Both are the same because they show people having fun with their friends. They are different because in each picture they are enjoying different types of activities; one they are listening to music, in the other playing computer games. Some people would choose the first one because they like or enjoy listening to music or because they don't like PC games; others will choose computers because they like fast-paced action games, going in head-to-head battles with one another.

SCORE POINT MIDDLE
4

This writing shows good organization and a central idea. There is evidence of voice and tone through the use of precise language and vocabulary. The writing maintains good sentence structure with supporting details and few mechanical errors.

They are the same, because in both of them you see two friends having fun. Also they are laughing and are interacting both with the same kind of instruments. They are different, cause you can see that in one picture there are two boys & in other two girls, the boys are using computers, the girls are using a radio. The girls are doing an indoor or outdoor activity & the boys are doing an indoor activity. Any person can use or like one better than the other. It depends on the persons interests & personality. Somebody that enjoys music more than interacting with a computer would probably be using the radio. Another person that enjoys interacting with computers and technology would enjoy it more to be working in the computer. Both ways are good to have fun with your friends & many more, according to your personality & interests, you can find a way to have fun with your friends.

SCORE POINT HIGH
4

This writing shows a very strong, central idea and tight organization. There is strong sentence structure, precise vocabulary, and great voice and tone. There are many details that relate to and support the central idea, with minimal mechanical errors.

Interpreting the Writing Score

You will receive cut scores corresponding to each of the four proficiency levels developed for Virginia SELP. The four proficiency levels are: Level 1, Level 2, Level 3, and Level 4. For each proficiency level, there are narrative descriptions that explain briefly how a student at each level is typically capable of performing. Below are the descriptions.

NOTE: These narratives are used only when the Direct Writing subtest is administered.

LEVEL 1 This student's Writing performance level is Level 1. This student may be able to write or print his or her own name, and copy words directly from the prompt. This student's writing is mostly incomprehensible or there is no response.

LEVEL 2 This student's Writing performance level is Level 2. This student is able to write some simple words, very common phrases, and may even be able to produce a simple sentence. This student's writing is limited and contains numerous errors.

LEVEL 3 This student's Writing performance level is Level 3. This student generally shows some understanding of the English Level 2 composition skills. This student is able to write about familiar, concrete topics, but with some word choice or vocabulary errors. This student is able to express ideas with somewhat complex structures.

LEVEL 4 This student's Writing performance level is Level 4. This student shows an understanding of sentence structure. This student has good mastery and understanding of grade-appropriate, Level 2 composition skills. This student expresses more abstract ideas using complex structures and accurate and varied vocabulary, and with only occasional errors in spelling, word choice, and sentence structure. These errors do not distract readers or cause confusion about the meaning.



Part 2 VIRGINIA SELP SPEAKING TEST

SPEAKING TEST			
Question Numbers	Activity	Description of Activity	Max Points per Question
1–3	Warm-Up	Simple questions—UNSCORED	0
4–8	Repeat/ Read Aloud	Student repeats a word, phrase, or sentence from a prompt that is both printed and spoken.	2
9–13	Sentence Completion	Student completes a sentence; the first part of the sentence is both printed and spoken, and a picture suggests how the sentence should be completed.	2
14	Storytelling	Student tells a story based on three sequenced pictures.	4
15–19	Social Interaction	Student responds to a question or statement that requires a rejoinder.	2

Description of the Speaking Test

The Speaking test is the fifth component in the test booklet, except at the Primary level where it is in a separate booklet, and at the Preliteracy level where it is in the *Directions for Administering*. The Speaking test is individually administered, taking approximately 10 minutes, and consisting of 19 questions. The questions can be read from the *Directions for Administering* by the test administrator. The questions, along with graphics, are also printed in the Elementary, Middle Grades, and High School test booklets for students to read.

During the Speaking test, students use only their test booklets, except at the Preliteracy level where the student views the questions in the DFA. The administrator takes the response booklet and uses the Speaking Test Scoring Form, located at the back of the response booklet, to fill in a judgment for each response as a student answers the Speaking test questions. In Primary and Preliteracy, it is in the back of the test booklet. Student responses are not recorded.

Scoring the Speaking Test

Below are the directions for scoring the Virginia SELP Speaking test and the rubrics which are also found in the *Directions for Administering* the Virginia SELP Test.

The Speaking Rubrics and Explanations

GENERAL DIRECTIONS: Read the following four rubrics in this section and study them thoroughly. Then take the Speaking test yourself. Before you begin administering the Speaking test, carefully read the scoring form. As you score each student response on the scoring form, use the key words above each score point to guide your decision. If you need further help in making a decision, look at the descriptions for the score points below the grid.

Questions 1–3	WARM-UP
	DO NOT SCORE

NOTE: During questions 1–3, encourage students to speak loudly so that their responses for the rest of the test may easily be scored. Help them feel as comfortable as possible speaking. Be very positive—no response is incorrect.

Questions 4–8	REPEAT/READ ALOUD
Score Point 2	<ul style="list-style-type: none"> • Response shows Good Fluency—accurate pronunciation of individual sounds, natural speech rate, intonation, and rhythm. • Response is linguistically accurate—no or very few minor phonemic/phonetic or grammatical errors.
Score Point 1	<ul style="list-style-type: none"> • Response shows Some Fluency—some problems with pronunciation of individual sounds, speech rate, intonation, and rhythm, but these do not cause serious problems in intelligibility. • Response contains several linguistic errors—phonemic/phonetic or grammatical.
Score Point 0	<ul style="list-style-type: none"> • Response shows No Fluency—refusal to speak, speaking only in native language; insufficient information to score or unintelligible.

DIRECTIONS FOR SCORING: In questions 4–8, single words, phrases, and sentences are repeated/read aloud primarily in order to assess pronunciation. You will be scoring individual sounds, such as vowels and consonants, which are called segments. These can occur word—initially, —medially, and —finally. For example, a student who says “djong” when trying to say “young” has made a pronunciation error in the first sound of the word.

You will also assess rate of speech, rhythm, and intonation, which are called suprasegmentals. Very slow, halting speech is an example of a problem with rate of speech; speech that is at a fairly normal rate, but choppy, indicates a problem with rhythm. Typical English sentence intonation rises at the end of the sentence, on the last content word of the sentence, and then falls. Intonation that does not change at all or changes in an unnatural place would be inaccurate.

Students are not creating original grammatical structures, so grammar errors will probably be infrequent and are not an important aspect in scoring these questions. However, it is possible that students might omit a word(s) or substitute one small function word (like a preposition) for another. These would be considered errors.

Questions 9–13	SENTENCE COMPLETION
Score Point 2	<ul style="list-style-type: none"> • Good Structure and Precise Vocabulary: response is informationally appropriate to the prompt. • Response is free of linguistic errors—pronunciation or grammatical—or contains a few minor errors.
Score Point 1	<ul style="list-style-type: none"> • Some Structure and Some Vocabulary although one or more words may not be precise; response is somewhat informationally appropriate to the prompt. • Response contains a few serious linguistic errors—pronunciation or grammatical—or several minor errors, but is intelligible.
Score Point 0	<ul style="list-style-type: none"> • No Structure; Unintelligible: insufficient information to score; refusal to speak; speaking only in native language; only repeating prompt.

DIRECTIONS FOR SCORING: Questions 9–13 assess students’ ability to create an original short sentence based on a picture. Part of a sentence is provided in print and orally, and the remaining part that the students create should be the completion of the sentence. You will be evaluating the sentence on whether it contains the necessary features—a subject and a verb, which should agree (she is running, they are running). In addition, the printed part of the sentence may require a specific verb tense, so you will also be scoring the sentence on whether the verb tense is appropriate. For example, “Yesterday. . . (plus a picture of a boy and girl at a zoo)” requires a sentence in the past tense. So a student would be expected to say something like this: “Yesterday the boy and girl were at the zoo.” Both the subject and verb are plural and in agreement, and the verb is in the past tense, as indicated by “yesterday.”

The picture provided suggests the kind of nouns and verbs to be used in the completed sentence. The student’s response should make sense in relation to the situation portrayed. So, choice of vocabulary (preciseness of vocabulary) is to be assessed. Additionally, pronunciation, rate of speech, intonation, and rhythm should also be evaluated.

Question 14	STORYTELLING
Score Point 4	<ul style="list-style-type: none"> Shows High Level of Ability to produce a spoken response to a set of three pictures. Very Few Errors (minor) in pronunciation and grammar; speech includes complex sentence structures; vocabulary is precise and varied, including idiomatic expressions. Errors never distract listeners' attention or cause confusion about meaning. Speech is well organized; information is plausible and precise and is presented logically and with appropriate transitions.
Score Point 3	<ul style="list-style-type: none"> Shows Ability to produce a spoken response to a set of three pictures. Some Errors (mostly minor) in pronunciation and grammar; some variety in sentence structure; vocabulary in general is appropriate and varied, perhaps including some use of idiomatic expressions. Errors generally do not distract listeners' attention or cause confusion about meaning. Speech is generally well organized; information is generally plausible and precise and is presented logically and with appropriate transitions.
Score Point 2	<ul style="list-style-type: none"> Shows Some Ability to produce a spoken response to a set of three pictures. Numerous Errors in pronunciation, grammar, and vocabulary; heavy reliance on simple sentence structures, with almost no use of idiomatic expressions. Errors are often distracting to listeners and cause confusion about meaning. Speech may be insufficient and present poorly organized or disorganized information; information may be imprecise or inaccurate.
Score Point 1	<ul style="list-style-type: none"> Very Limited ability to respond to a set of three pictures. Speech contains Very Little Correct pronunciation, grammar, and vocabulary; single words instead of complete thoughts. Numerous and serious problems distract listeners and cause confusion about meaning; may be incoherent in places. Amount of speech is minimal; information may be irrelevant or inaccurate.
Score Point 0	<ul style="list-style-type: none"> Too Minimal to score or Unintelligible; refusal to speak; no response; response in a language other than English or only repeating prompt; insufficient information to score.

DIRECTIONS FOR SCORING: Question 14 consists of a single storytelling task based on a set of three sequential pictures. This type of task elicits an extended response, which is expected to be longer than any of the other tasks in the Speaking test. So the amount of language produced as well as the quality of language will be assessed.

Pronunciation, rate of speech, intonation, and rhythm should also be evaluated along with grammar and the ability to choose appropriate and precise vocabulary. In addition, organization is evaluated since the set of pictures supports the use of organizational devices, such as *first*, *next*, *then*, and *last*.

Questions 15–19	SOCIAL INTERACTION
Score Point 2	<ul style="list-style-type: none"> • Response Appropriate for the prompt; vocabulary is precise. • Response is free of linguistic errors—pronunciation or grammar—or contains only one minor error.
Score Point 1	<ul style="list-style-type: none"> • Response Somewhat Appropriate for the prompt; one or more words may not be precise. • Response contains one serious or two minor linguistic errors—pronunciation or grammar—but is intelligible.
Score Point 0	<ul style="list-style-type: none"> • Response Unintelligible or refusal to speak; no response; response in a language other than English; repeating prompt; insufficient information to score.

DIRECTIONS FOR SCORING: Questions 15–19 assess the ability to respond in a socially appropriate manner to a short conversation opener, which typically would elicit a brief rejoinder from a native English speaker. You will assess the appropriateness of the response. While appropriate and precise vocabulary is important to the response, there is usually not just one way to respond. For example, to the question “Hi, how are you?” there are different acceptable responses:

I’m fine, thanks.
 Fine, thanks. How are you?
 Great. What about you?
 Great!
 I’ve been better.
 Not doing so good.

In addition to different content, responses can also differ in structure, as shown in the sample responses above. A response can be a complete sentence, but it doesn’t need to be. A sentence fragment might also be considered completely appropriate responses. Pronunciation, rate of speech, intonation, and rhythm should be evaluated along with grammar.

The SELP Speaking Scoring Form is below. It is located in the student response booklet for all levels except Preliteracy and Primary, where it is in the back of the test booklet.

FOR TEACHER USE ONLY
Virginia SELP Test
Speaking Test Scoring Form

DIRECTIONS FOR SCORING

After the student responds to each question, fill in the appropriate circle for the score. Fill in only one circle per question. Use a soft-lead (No. 2) pencil. Follow the rubrics included in the Speaking section of the *Directions for Administering* booklet.

Warm-Up	
Questions 1–3	DO NOT SCORE

Repeat/Read Aloud			
Question Number	GOOD FLUENCY Score Point 2	SOME FLUENCY Score Point 1	NO FLUENCY Score Point 0
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORE POINT	DESCRIPTION
Score 2	Good fluency Easy to understand No errors or very minor errors
Score 1	Some fluency Somewhat difficult to understand Several errors
Score 0	No fluency Unintelligible No response Response in a language other than English

Speaking Test Scoring Form (continued)

FOR TEACHER USE ONLY Virginia SELP Test Speaking Test Scoring Form

Sentence Completion			
Question Number	GOOD STRUCTURE PRECISE VOCABULARY	SOME STRUCTURE SOME VOCABULARY	NO STRUCTURE UNINTELLIGIBLE
	Score Point 2	Score Point 1	Score Point 0
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORE POINT	DESCRIPTION
Score 2	Good structure Precise vocabulary Information appropriate Error free or a few minor errors
Score 1	Some structure Some vocabulary Information somewhat appropriate A few serious errors, but intelligible
Score 0	No structure Unintelligible Insufficient information No response Response in a language other than English Repeating prompt only

Storytelling					
Question Number	HIGH LEVEL VERY FEW ERRORS	SHOWS ABILITY SOME ERRORS	SOME ABILITY NUMEROUS ERRORS	VERY LITTLE CORRECT	TOO MINIMAL UNINTELLIGIBLE NO RESPONSE RESPONSE NOT IN ENGLISH
	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Test Scoring Form (continued)

FOR TEACHER USE ONLY
Virginia SELP Test
Speaking Test Scoring Form

Social Interaction			
Question Number	RESPONSE APPROPRIATE	RESPONSE SOMEWHAT APPROPRIATE	RESPONSE UNINTELLIGIBLE
	Score Point 2	Score Point 1	Score Point 0
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORE POINT	DESCRIPTION
Score 2	Response appropriate * Vocabulary precise Error free or a few very minor errors
Score 1	Response somewhat appropriate Vocabulary somewhat precise A few serious errors, but intelligible
Score 0	Response unintelligible No response Response in a language other than English Repeating prompt only

* A one-word response can receive a score of 2 if all criteria are met.

Interpreting the Speaking Score

LEVEL 1 A student at proficiency level 1 may make very few or no responses. This student may try to communicate mostly with gestures or in a language other than English. This student has little speaking ability, but may be able to produce isolated words or phrases.

LEVEL 2 A student at proficiency level 2 can initiate and sustain a short conversation using common verb tense forms (present, past, and future) in simple sentences. A student at this level makes numerous errors in verb tense formation, often speaks with hesitation, and must use repetition, gestures, and other nonverbal cues in order to be understood.

LEVEL 3 A student at proficiency level 3 can engage in extended conversations on a broad range of topics; however, this student may have difficulty producing complex sentence structures, using verb tenses correctly, and discussing academic topics in-depth without prior preparation.

LEVEL 4 A student at proficiency level 4 can engage in most communicative situations and has a high degree of fluency and accuracy, making minimal errors that do not interfere with meaning. A student at this level may lack the content area vocabulary possessed by his or her native English-speaking peers.

FAQs about the Speaking Test

What should I do during the Warm-Up questions?

As students answer the Warm-Up questions, the teacher/test administrator can take the opportunity to coach students to speak confidently and loudly. It is important to present the Warm-Up questions in a friendly and relaxed manner so the student feels comfortable speaking aloud. This is also an opportunity to encourage students to try to say more than one-word answers.

If the test is untimed, why are there suggested times for pauses between items?

The Speaking test is untimed, but there is a suggested pause time for each item. Usually, if a student cannot respond within the suggested time, adding more time does not generally increase the likelihood of the student being able to respond. However, students should never be rushed. So, a student should be given more time to respond if it appears that the student might be able to answer.

Should I look at the rubric while a student is speaking?

No. If you are reading the rubric, you might miss something important about the student's response. However, you should study the full Speaking rubric and examples carefully before you administer the test. During the test administration itself, you should look primarily at the key words above each score point on the Scoring Form. If you need some extra help in making a decision, you can glance at the abbreviated rubric just below the bubbles.

What if the student does not use the picture to complete the sentence?

It is possible that an advanced student might be able to complete the sentence creatively and in a grammatically accurate manner without relying on the picture provided. If it is clear that the student is not using previously memorized language, the student should not be penalized for not using the picture.

If the student does not know the vocabulary for what is depicted in the picture, and the completed sentence is unidiomatic and/or ungrammatical, then the score should be lowered accordingly.

Why are there more points for the Storytelling activity?

For the Storytelling activity, students are allowed a minute to prepare and then respond. The three pictures allow students the opportunity to create a longer piece of discourse. So, with a range of four points, those students who tell a story in greater detail can be awarded an appropriate score for their efforts.

What if the student has a one-word response for one of the Social Interaction items?

We are aware that a few of the social interaction Speaking items can elicit a one-word response, although we generally tried to limit this kind of item. In the *Directions for Administering*, there is an example of a correct one-word response, "Great!" to the question, "Hi, how are you?"

However, if a student response is a simple "yes" or "no," the full 2 points should not be given even though this answer might be appropriate. With ESL students, plain yes/no responses are often evasions of using the language. However, an enthusiastic "Great!" can be viewed as idiomatic, and therefore, something quite different, for which the full 2 points can be given.